

GROUP
11a

School-Based Psychologists



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness
Assessment System for School-Based Personnel

2012
—
2013

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LETTER FROM THE CHANCELLOR

Dear Educators,

The 2012–2013 school year represents a pivotal juncture for DC Public Schools. Last spring, Mayor Gray and I introduced *A Capital Commitment*, our ambitious plan to dramatically accelerate student achievement in the district over the next five years by providing all of our students with a safe, academically challenging, and inspiring learning experience.

I deeply believe that it will be **you** – the educators working in our schools – who will lead us on the path to realizing the bold goals that we have set out to achieve by 2017.

But five years is a very short amount of time, and these goals will only become reality if we make meaningful changes to the way we've done things in the past.

That is why this year, we are introducing the 2012–2013 version of IMPACT which has been designed to:

Raise the expectations for school leaders, teachers, and staff. Three years of IMPACT data, along with extensive feedback from school leaders, educators, and senior district staff, tell us that our definition of effectiveness needs to be more rigorous. I have two children in DCPS, as do many of you, and I strongly believe that our mandate is to ensure that we would be proud to put our own children in any one of DCPS's 3,500 classrooms. But we aren't there yet. Beginning this year, educators will need to earn a final IMPACT score of 300 or higher in order to be considered Effective.* We have introduced a new rating, Developing, for educators who earn final scores between 250 and 299.

Differentiate to recognize strong performers. This year's IMPACT system focuses on treating teachers like professionals by recognizing more of the district's high performers – both Effective and Highly Effective teachers. For example, teachers who have consistently earned scores of 300 and above will be eligible for reduced observations and increases to their base salaries. And through the district's new Leadership Initiative For Teachers (LIFT) career ladder, strong teachers will now have more opportunities to grow in leadership, responsibility, and compensation. This differentiation reflects our belief that teachers at different performance and experience levels deserve different types of feedback, support, and recognition.

Allow teachers to drop low outlier observation scores. For any number of reasons – a lesson that just didn't go very well, a first attempt at a new teaching strategy, a last minute change to the daily schedule – sometimes teachers have an observation score that is significantly lower than their other scores. This year, if you receive an observation score that is a full point lower than the average of your other scores, the low score will be dropped from your final IMPACT rating. We hope that this change will cause teachers to feel less pressure around their observations and more freedom to try new things.

CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.

*See the Putting It All Together section for more information about the revised 2012–2013 IMPACT ratings.

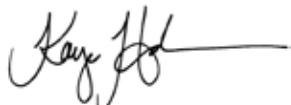
Reduce the weight of Individual Value-Added Student Achievement Data. In response to feedback from teachers collected over the past years, we are reducing the weight of the Individual Value-Added Student Achievement Data component for Group 1 teachers from 50% to 35%. While we believe strongly that value-added is the fairest and most accurate method of capturing a teacher's impact on student achievement, we recognize that this measure does not reflect everything your students have learned.

Therefore, Group 1 teachers will now have Teacher-Assessed Student Achievement Data as part of their final rating, allowing these teachers to capture student learning that is not reflected by DC-CAS results and keeping the student achievement portion of their overall IMPACT score at 50%. We have also removed the School Value-Added Student Achievement Data component because we believe that collaboration is adequately captured in Commitment to the School Community.

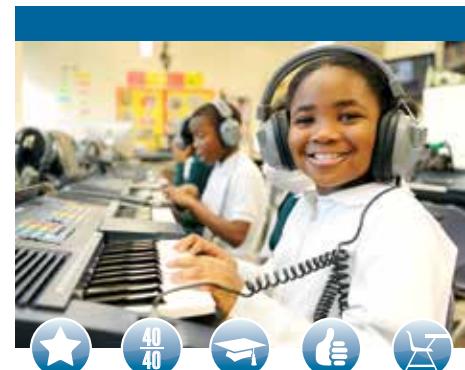
Support your development in new ways. While IMPACT now brings higher expectations, it also brings expanded opportunities for support. This year, teachers will receive an *informal* administrator observation to replace one formal observation; the feedback from the informal observation is purely to support your development, and the score will not count toward your final IMPACT rating. Teachers will continue to participate in the instructional coaching learning cycles that were a great success last year, and teachers in our 40 lowest-performing schools will receive intensive support from a cohort of master educators. We will also introduce a broad array of TLF resources, student survey materials, and sample TAS assessments – all housed online so that teachers, coaches, and administrators can access them easily.

IMPACT is just one district initiative that will see significant changes this school year; you will see *A Capital Commitment* driving everything that we do for the next five years as we work toward goals for our students that are ambitious – but absolutely achievable. I am honored to work alongside you as we pursue these goals with urgency and optimism.

Sincerely,



Kaya Henderson
Chancellor, District of Columbia Public Schools



A CAPITAL COMMITMENT

Strategic Plan



PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis



Bel Perez Gabilondo



Michael DeAngelis

GROUP 11a: OVERVIEW

Who is in Group 11a?

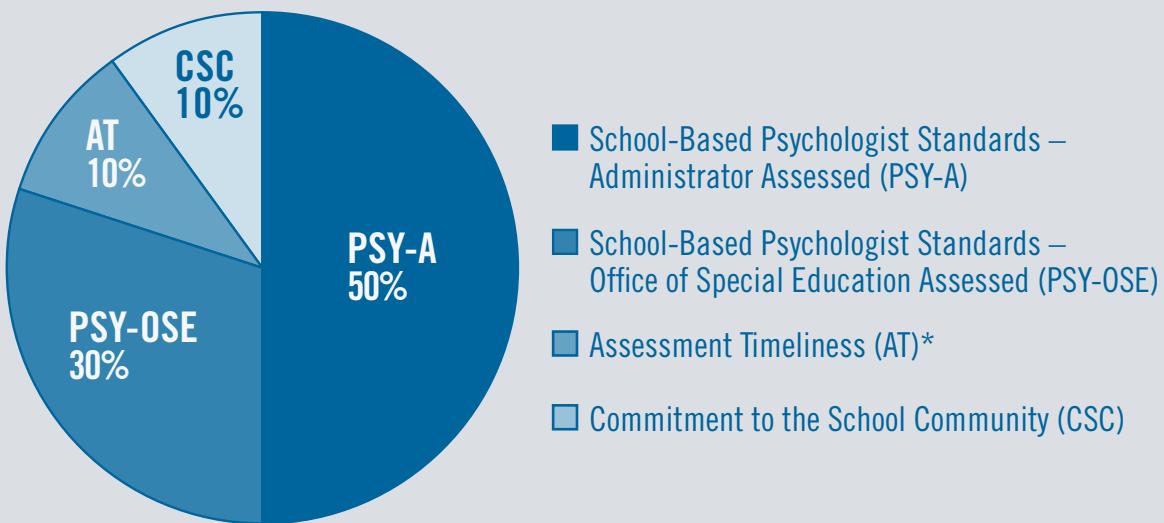
Group 11a consists of all school-based psychologists.

What are the IMPACT components for members of Group 11a?

There are five IMPACT components for members of Group 11a. Each is explained in greater detail in the following sections of this guidebook.

- **School-Based Psychologist Standards – Administrator Assessed (PSY-A)** — These standards define excellence for school-based psychologists in DCPS. They make up 50% of your IMPACT score.
- **School-Based Psychologist Standards – Office of Special Education Assessed (PSY-OSE)** — These standards define excellence for school-based psychologists in DCPS. They make up 30% of your IMPACT score.
- **Assessment Timeliness (AT)** — This is a measure of the extent to which you complete required assessments for the students assigned to you within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education. This component makes up 10% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 11a



* In the event that a school-based psychologist's responsibilities do not include completing assessments, or in the event that Assessment Timeliness (AT) cannot be scored, the School-Based Psychologist Standards – Administrator Assessed (PSY-A) and the School-Based Psychologist Standards – Office of Special Education Assessed (PSY-OSE) will expand to replace the AT portion of the pie.

What are the School-Based Psychologist Standards – Administrator Assessed?

These standards define excellence for school-based psychologists in DCPS. They include:

- Standard 1: Collaboration with School Staff
- Standard 2: Collaboration with Families
- Standard 3: Problem Solving

Who developed the School-Based Psychologist Standards – Administrator Assessed?

These standards were developed in collaboration with DCPS school-based psychologists, central office staff, and administrators. Per their guidance, the standards are based to a large extent on those established by the National Association of School Psychologists (NASP).

How will my proficiency in the School-Based Psychologist Standards – Administrator Assessed be assessed?

Your administrator will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times a year. The first assessment will occur by December 20 and the second by June 10.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the School-Based Psychologist Standards – Administrator Assessed rubric and discuss next steps for professional growth.

How will my proficiency in the School-Based Psychologist Standards – Administrator Assessed be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle. At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

How will school-based psychologists who have earned Highly Effective ratings two years in a row be assessed this year?

School-based psychologists who have earned Highly Effective ratings during both of the last two school years will receive two assessments by December 20 — one by an administrator and one by a program manager/specialist. If the average score from these two assessments is 3.0 or higher (on the 1.0 to 4.0 scale), the school-based psychologist will have the opportunity to waive assessments for the rest of the year. If the average score is below 3.0, the school-based psychologist will continue on the normal assessment schedule.

Please note that school-based psychologists who are shared between two schools will receive an assessment by each of their administrators by December 20. These scores will then be averaged together, along with the score from the first program manager/specialist assessment, to determine whether shared school-based psychologists are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART
**SCHOOL-BASED PSYCHOLOGIST STANDARDS –
ADMINISTRATOR ASSESSED (PSY-A)**

| SCHOOL-BASED PSYCHOLOGIST STANDARDS – ADMINISTRATOR ASSESSED (PSY-A) | CYCLE ENDS 12/20 | CYCLE ENDS 6/10 | OVERALL <i>(Average of Cycles)</i> |
|--|------------------|-----------------|---------------------------------------|
| PSY-A SCORE (<i>Average of PSY-A 1 to PSY-A 3</i>) | 3.0 | 4.0 | 3.5 |
| PSY-A 1: Collaboration with School Staff | 3.0 | 4.0 | |
| PSY-A 2: Collaboration with Families | 3.0 | 4.0 | |
| PSY-A 3: Problem Solving | 3.0 | 4.0 | |



If I have additional questions about the School-Based Psychologist Standards – Administrator Assessed, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

PSY-A 1

COLLABORATION WITH SCHOOL STAFF

School-based psychologist meets **all Level 3** expectations AND **extends impact** by creating and implementing high-quality professional development for school staff that is aligned with school needs and goals as identified by administrators (for example, by providing training to staff on strategies teachers can implement to support a related service intervention).

School-based psychologist **consistently** collaborates, in an effective manner, with school staff and other service providers (for example, proactively links interventions to classroom lessons and informs teachers of student progress, and communicates effectively with the case managers); and **always** participates in an appropriate manner, in school activities (for example, appropriately articulates student progress in IEP meetings, and provides teachers with strategies to implement that will maximize interventions).

PSY-A 2

COLLABORATION WITH FAMILIES

School-based psychologist meets **all Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of energy toward helping school staff connect with students' families (for example, working with colleagues to develop strategies for engaging parents in students' interventions).

School-based psychologist **consistently** informs parents or guardians, in a respectful and family-accessible manner, of student needs and progress (for examples, during IEP or eligibility meetings, or over the phone).

PSY-A 3

PROBLEM SOLVING

School-based psychologist meets **all Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of energy towards helping school staff connect with students' families (for example, by developing strategies, allocating resources, and overcoming obstacles to arrive at solutions that maximize the positive impact on students).

School-based psychologist **consistently** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.



Andy Le



Andy Le

LEVEL 2

School-based psychologist **sometimes** collaborates, in an effective manner, with school staff and other service providers (for example, proactively links interventions to classroom lessons and informs teachers of student progress, and communicates effectively with case manager); and **always** participates, in an appropriate manner, in school activities (for example, appropriately articulates student progress in IEP meetings, and provides teachers with strategies to implement that will maximize interventions).

School-based psychologist **sometimes** informs parents or guardians, in a respectful and family-accessible manner, of student needs and progress (for example, during IEP or eligibility meetings or over the phone).

School-based psychologist **sometimes** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.

LEVEL 1 (LOWEST)

School-based psychologist **rarely or never** collaborates, in an effective manner, with school staff and other service providers; or **does not always** participate, in an appropriate manner, in school activities.

School-based psychologist **rarely or never** informs parents or guardians in a respectful and family-accessible manner, or student needs and progress.

School-based psychologist **rarely or never** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.



Andy Le



Bel Perez Gabiondo

What are the School-Based Psychologist Standards – Office of Special Education Assessed?

These standards define excellence for school-based psychologists in DCPS. They include:

- Standard 1: Use of Assessment Battery
- Standard 2: Interpretation of Assessment Data
- Standard 3: Report Conclusions and Format
- Standard 4: Clinical Standards
- Standard 5: Problem Solving
- Standard 6: Documentation of Service Delivery and/or Assessment Completion

Who developed the School-Based Psychologist Standards – Office of Special Education Assessed?

These standards were developed in collaboration with DCPS school-based psychologists, central office staff, and administrators. Per their guidance, the standards are based to a large extent on those established by the National Association of School Psychologists (NASP).

How will my proficiency in the School-Based Psychologist – Office of Special Education Assessed be assessed?

Your program manager/specialist will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 15 and the second by June 10.

As part of each assessment cycle, you will have a conference with your program manager/specialist. At this conference you will receive feedback on the School-Based Psychologist Standards – Office of Special Education Assessed rubric and discuss the next steps for professional growth.

How will my proficiency in the School-Based Psychologist Standards – Office of Special Education Assessed be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle. At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

How will school-based psychologists who have earned Highly Effective ratings two years in a row be assessed this year?

School-based psychologists who have earned Highly Effective ratings during both of the last two school years will receive two assessments by December 20 — one by an administrator and one by a program manager/specialist. If the average score from these two assessments is 3.0 or higher (on the 1.0 to 4.0 scale), the school-based psychologist will have the opportunity to waive assessments for the rest of the year. If the average score is below 3.0, the school-based psychologist will continue on the normal assessment schedule.

Please note that school-based psychologists who are shared between two schools will receive an assessment by each of their administrators by December 20. These scores will then be averaged together, along with the score from the first program manager/specialist assessment, to determine whether shared school-based psychologists are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART
SCHOOL-BASED PSYCHOLOGIST STANDARDS –
OFFICE OF SPECIAL EDUCATION ASSESSED (PSY-OSE)

| SCHOOL-BASED PSYCHOLOGIST STANDARDS – OFFICE OF SPECIAL EDUCATION ASSESSED (PSY-OSE) | CYCLE ENDS 2/15 | CYCLE ENDS 6/10 | OVERALL (Average of Cycles) |
|---|--------------------|--------------------|--------------------------------|
| PSY-OSE SCORE (Average of PSY-OSE 1 to PSY-OSE 6) | 3.0 | 3.5 | 3.3 |
| PSY-OSE 1: Use of Assessment Battery | 3.0 | 4.0 | |
| PSY-OSE 2: Interpretation of Assessment Data | 4.0 | 3.0 | |
| PSY-OSE 3: Report Conclusions and Format | 3.0 | 3.0 | |
| PSY-OSE 4: Clinical Standards | 4.0 | 4.0 | |
| PSY-OSE 5: Problem Solving | 4.0 | 4.0 | |
| PSY-OSE 6: Documentation of Service Delivery and/or Assessment Completion | 4.0 | 3.0 | |



If I have additional questions about the School-Based Psychologist Standards – Office of Special Education Assessed, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

PSY-OSE 1

USE OF ASSESSMENT BATTERY

School-based psychologist meets **all Level 3** expectations AND **extends impact** by explaining the relevance of the tests administered in family-accessible language.

School-based psychologist **consistently** utilizes all of the appropriate tests (including, bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.

PSY-OSE 2

INTERPRETATION OF ASSESSMENT DATA

School-based psychologist meets **all Level 3** expectations AND **extends impact** by explaining the test results in family-accessible language.

School-based psychologist **consistently** administers, scores, and describes the results in all assessments in an accurate and educationally-focused manner and includes a statement describing any concerns about validity.

PSY-OSE 3

REPORT CONCLUSIONS AND FORMAT

School-based psychologist meets **all Level 3** expectations AND **extends impact** by including in the Assessment Report, in accessible language, practical strategies that school staff and families can use to help improve the student's academic achievement.

In the Assessment Report, the school-based psychologist **consistently** explains, in an effective manner, the impact of the area of concern on the student's ability to access grade-level material and makes recommendations as appropriate; and the Assessment Report is **always** written in proper format.

PSY-OSE 4

CLINICAL STANDARDS

School-based psychologist meets **all Level 3** expectations AND **extends impact** by continuously improving practice (for example, by implementing new evidence-based strategies).

School-based psychologist **consistently** delivers services that meet clinical standards for effective practice (for example, standards of the National Association of School Psychologists).

PSY-OSE 5

PROBLEM SOLVING

School-based psychologist meets **all Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of energy towards helping school staff connect with students' families (for example, by developing strategies, allocating resources, and overcoming obstacles to arrive at solutions that maximize the positive impact on students).

School-based psychologist **consistently** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.

PSY-OSE 6

DOCUMENTATION OF SERVICE DELIVERY AND/OR ASSESSMENT COMPLETION

School-based psychologist **always** documents service delivery and/or assessment completion in accordance with DCPS guidelines; and **always** completes required service logs, Random Moments in Time studies, Ohio Scales (as applicable), Provider Management Application needs, and other pertinent documentation in a timely and appropriate manner.

LEVEL 2

LEVEL 1 (LOWEST)

School-based psychologist **sometimes** utilizes all the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.

School-based psychologist **rarely or never** utilizes all of the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.

School-based psychologist **sometimes** administers, scores, and describes the results in all assessments in an accurate and educationally-focused manner and **sometimes** includes a statement describing any concerns about validity.

School-based psychologist **rarely or never** administers, scores, and describes the results in all assessments in an accurate and educationally-focused manner and **rarely or never** includes a statement describing any concerns about validity.

In the Assessment Report, the school-based psychologist **sometimes** explains, in an effective manner, the impact of the areas of concern on the student's ability to access grade-level material and makes recommendations as appropriate; and the Assessment Report is **almost always** written in the proper format.

In the Assessment Report, the school-based psychologist **rarely or never** explains, in an effective manner, the impact of the area of concern on the student's ability to access grade-level materials and makes recommendations as appropriate; or the Assessment Report is **not always** written in the proper format.

School-based psychologist **sometimes** delivers services that meet clinical standards for effective practice (for example, standards of the National Association of School Psychologists).

School-based psychologist **rarely or never** delivers services that meet clinical standards for effective practice (for example, standards of the National Association of School Psychologists).

School-based psychologist **sometimes** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.

School-based psychologist **rarely or never** works with colleagues, in a respectful and effective manner, to solve issues that are negatively affecting service delivery, student progress, and/or assessment completion.

School-based psychologist **does not always** document service delivery and/or assessment completion in accordance with DCPS guidelines; or **does not always** complete required service logs, Random Moments in Time studies, Ohio Scales (as applicable), Provider Management Application needs, and other pertinent documentation in a timely and appropriate manner.

What is Assessment Timeliness?

This is a measure of the extent to which you complete required assessments for the students assigned to you within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

Why is this one of my IMPACT components?

Timely completion of assessments is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my Assessment Timeliness be tracked?

Your Assessment Timeliness will be tracked in the Special Education Data System (SEDS).

How will my Assessment Timeliness be scored?

You will first have an opportunity to confirm your special education caseload through Caseload Confirmation in the spring. Your Assessment Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

** Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.*



Michael DeAngelis



Brian Tropiano

If I have additional questions about Assessment Timeliness, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

AT 1 ASSESSMENT TIMELINESS

Individual completes **100%** of the required assessments for the students assigned to her/him within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 3

Individual completes **95–99%** of the required assessments for the students assigned to her/him within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



LEVEL 2

Individual completes **90–94%** of the required assessments for the students assigned to her/him within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.

LEVEL 1 (LOWEST)

Individual completes **less than 90%** of the required assessments for the students assigned to her/him within the timeframe, and in accordance with the rules, established by the DCPS Office of Special Education.



Michael DeAngelis



Michael DeAngelis

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

| COMMITMENT TO THE SCHOOL COMMUNITY (CSC) | CYCLE ENDS 12/20 | CYCLE ENDS 6/10 | OVERALL (Average of Cycles) |
|---|------------------|-----------------|--------------------------------|
| CSC SCORE (Average of CSC 1 to CSC 5) | 3.4 | 3.6 | 3.5 |
| CSC 1: Support of the Local School Initiatives | 3.0 | 4.0 | |
| CSC 2: Support Special Education and ELL Programs | 4.0 | 3.0 | |
| CSC 3: High Expectations | 4.0 | 4.0 | |
| CSC 4: Partnership with Families (for Teachers Only) | 3.0 | 4.0 | |
| CSC 5: Instructional Collaboration (for Teachers Only) | 3.0 | 3.0 | |



Michael DeAngelis



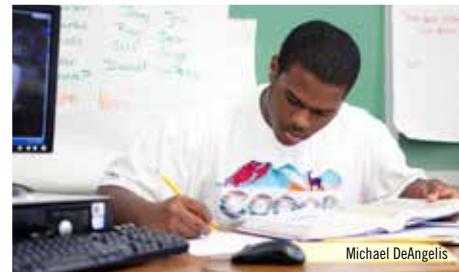
Michael DeAngelis



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Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis



Bel Perez Gabilondo

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

SUPPORT OF THE LOCAL SCHOOL INITIATIVES

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a “reading across the curriculum” program.

CSC 2

SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3

HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.

* This standard may be scored as “Not Applicable” if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.

LEVEL 2

LEVEL 1 (LOWEST)

Individual **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4

PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5

INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.



LEVEL 2

LEVEL 1 (LOWEST)

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by December 20 and the second by June 10.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism ratings for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

SAMPLE SCORE CHART
CORE PROFESSIONALISM (CP)

| CORE PROFESSIONALISM (CP) | CYCLE ENDS 12/20 | CYCLE ENDS 6/10 | OVERALL |
|-----------------------------------|------------------|-----------------|----------------|
| CP SCORE (Lowest of CP 1 to CP 4) | MEETS STANDARD | MEETS STANDARD | MEETS STANDARD |
| CP 1: Attendance | MEETS STANDARD | MEETS STANDARD | |
| CP 2: On-Time Arrival | MEETS STANDARD | MEETS STANDARD | |
| CP 3: Policies and Procedures | MEETS STANDARD | MEETS STANDARD | |
| CP 4: Respect | MEETS STANDARD | MEETS STANDARD | |



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If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

| MEETS STANDARD | SLIGHTLY BELOW STANDARD |
|---------------------------------|---|
| CP 1 ATTENDANCE | <p>Individual has no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).</p> |
| CP 2 ON-TIME ARRIVAL | <p>Individual has 1 unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).</p> |
| CP 3 POLICIES AND PROCEDURES | <p>Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).</p> <p>With rare exception, individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).</p> |
| CP 4 RESPECT | <p>Individual always interacts with students, colleagues, parents/guardians, and community members in a respectful manner.</p> <p>With rare exception, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.</p> |

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

FOR SCHOOL-BASED PSYCHOLOGISTS

School-based psychologists are encouraged to explore the professional development opportunities offered to related service providers and posted on the Educator Portal.

The psychology program offers monthly case conferences during which participants learn about recent developments in evidence-based practice, receive feedback and support from program managers and peers, and apply new learning to current students on their caseloads.

Related service provider (RSP) trainings are held during district professional development days on topics ranging from innovative intervention techniques to best practices for supporting students and families. Webinars are also available to support RSP practice, including use of the Special Education Data System (SEDS). Training materials and guidebooks for each discipline are posted on the RSP page on the Educator Portal. Visit PD Planner for training dates and topics.

PD PLANNER

PD Planner is an online catalog of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS, the Washington Teachers' Union, and other organizations. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

EDUCATOR PORTAL+

Educator Portal+ is a new online platform where DCPS educators can connect with colleagues and access differentiated, high-quality professional development resources aligned to the Teaching and Learning Framework and the Common Core State Standards (CCSS). Featured resources include:

- **Reality PD:** A video library of outstanding DCPS teachers in action, covering all nine Teach standards and a variety of grade levels and major subject areas.
- **Teach Like A Champion:** A collection of video clips and articles on Doug Lemov's effective teaching techniques.
- **Teach Standard Resource Sets:** Self-assessments, high-impact instructional strategies, annotated resource lists, and other tools aligned to each Teach standard.
- **Curricular Resources:** DCPS's scope and sequence documents and unit overviews aligned to the CCSS.

Access these resources and sign up for relevant events and announcements by visiting <http://dcps.dc.gov/educators> and logging in using your DCPS email address (`first.last@dc.gov`) and e-mail password. Please contact `educator.portal@dc.gov` with any questions.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program, which includes research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family, Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtulocal6.org>.

“My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve.”

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates “weighted scores” for each component. The chart below provides an example.

| SAMPLE SCORE | | | | |
|--|-----------------|----------------------|----------------|--|
| COMPONENT | COMPONENT SCORE | PIE CHART PERCENTAGE | WEIGHTED SCORE | |
| School-Based Psychologist Standards – Administrator Assessed (PSY-A) | 3.6 | x 50 | = 180 | |
| School-Based Psychologist Standards – Office of Special Education Assessed (PSY-OSE) | 3.5 | x 30 | = 105 | |
| Assessment Timeliness (AT) | 3.7 | x 10 | = 37 | |
| Commitment to the School Community (CSC) | 3.5 | x 10 | = 35 | |
| TOTAL | | | 357 | |

Step 3

We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

| OVERALL IMPACT SCALE | | | | | |
|----------------------|---------------------|--------------|-------------|------------------|------------|
| INEFFECTIVE | MINIMALLY EFFECTIVE | DEVELOPING | EFFECTIVE | HIGHLY EFFECTIVE | |
| 100 Points | 200 Points* | 250 Points** | 300 Points† | 350 Points‡ | 400 Points |

* A score of exactly 200 would be classified as Minimally Effective.
** A score of exactly 250 would be classified as Developing.
† A score of exactly 300 would be classified as Effective.
‡ A score of exactly 350 would be classified as Highly Effective.

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score and consequences based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation under the WTU contract.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after three years of support, however, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, educators who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing educators, DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after two years of support, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, educators who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that an educator who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel composed of the school system's Chief of Human Capital, Chief of Schools, and Chief Academic Officer will review the recommendation and issue a decision. Educators will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

Why was the Developing rating created?

We have made great progress as a school system over the past few years. Our basic operations have improved, we have a new curriculum aligned to the Common Core State Standards, and our scores on both local and national exams show that student achievement is rising.

But as we reflect upon the goals we set in *A Capital Commitment*, our five-year strategic plan, it is clear we must do even more. Our bold aspirations are absolutely attainable, but only if we redouble our efforts.

This is why we have raised our expectations of what Effective practice looks like by increasing the minimum IMPACT score for this rating from 250 to 300. We weighed this decision carefully, and only settled on it after critically analyzing three years of performance data and talking with hundreds of our educators.

This shift undoubtedly increases accountability, but it also helps the school system more effectively prioritize and differentiate its professional development. Our hope is that, with guidance and support from school leaders, central office staff members, and others, today's Developing educators will become tomorrow's Highly Effective ones.

Ultimately, this change to IMPACT is about providing our students with the outstanding educators that they deserve and ensuring that every DCPS classroom is a place where students and their families can expect a world-class education.

Is the Developing rating retroactive?

No. All Effective ratings from the 2009–2010, 2010–2011, and 2011–2012 school years will stand. Moving forward, however, educators must earn a final IMPACT score of 300 or higher in order to receive an Effective rating.

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate — in the boldest way possible — how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How does it work?

For all WTU members who are not teachers, instructional coaches, or mentor teachers, IMPACT*plus* takes the form of an annual bonus. To qualify for the program, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

| YOUR IMPACT RATING | YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE | YOUR BONUS |
|--------------------|---|------------|
| Highly Effective | 60% or higher | \$2,000 |
| | 59% or lower | \$1,000 |

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do educators in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I retire at the end of the 2012–2013 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2012–2013 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the "extra year" or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org.

Am I required to accept the bonus?

No. If you would prefer not to give up the "extra year" or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, the IMPACT team will notify you via email if you are eligible for an IMPACT *plus* bonus. You will submit your acceptance decision by logging into the IMPACT database at <http://impactdcps.dc.gov>. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2013–2014), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.



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If I have additional questions about the annual bonus, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Our new strategic plan, *A Capital Commitment*, is an ambitious vision of what our collective impact will be in five years, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what’s possible.

While the goals we have set for the next five years are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.



A CAPITAL COMMITMENT

2017
Strategic Plan





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